The Effectiveness of Listen-Read-Discuss (LRD) on Students' Reading Comprehension

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ARTICLE INFO	ABSTRACT
	This study aimed to assess the effectiveness of the Listen-Read-Discuss (LRD) strategy in improving students' reading comprehension at SMAN 2 Majene. A quasi-experimental design was used with a population of 277 tenth-grade students. The sample, consisting of 60 students, was selected using convenience sampling. The assessment instrument comprised 20 multiple-choice questions administered to both the experiment and control groups before and after the treatment. The results revealed that the students' average pre-test scores in the experimental group were categorized as poor, with a mean score of 44.33. However, their post-test scores significantly improved to a good level, with a mean of 73.83. Similarly, the control group showed poor pre-test scores with a mean of 44.67, but their post-test scores improved to a good level, averaging 71.83. In conclusion, the students demonstrated enhancement in reading comprehension. The significant value of the pre-test and post-test results for both groups was 0.000, which is less than 0.05. Therefore, the t-test value was smaller than 0.05, confirming that the Alternative Hypothesis (Ha) was accepted, and the Null Hypothesis (H0) was rejected, indicating a significant effect of the LRD strategy on the reading comprehension of tenth-grade students at SMAN 2 Majene.

1. INTRODUCTION

The role of language is significant, from the beginning of time. The four essential language abilities, namely reading, writing, listening, and speaking, are crucial components of language acquisition (Rao, 2019; Sadiku, 2015). Reading proficiency is one of the four language competencies in English, alongside listening, speaking, and writing. Proficiency in reading is essential for students to successfully tackle both national and local English examinations, which are administered in written format. Therefore, the instruction of reading skills must be thoroughly examined and included in the curriculum from kindergarten through higher education. Reading is the cognitive skill of identifying visual symbols, linking them to auditory representations or meanings learned previously, and comprehending and interpreting their significance based on prior knowledge and experience (Dechant, 2013; Woolley, 2011). Reading comprehension was very important for students. Students may find English challenging if they lack fundamental skills, especially when it comes to comprehending written texts (Isma & Nur, 2023). Reading comprehension is not just reading aloud. Reading is understanding the meaning of words, sentences, and paragraphs. Students do not understand a passage if they cannot understand the content of the text even though it is only read aloud (Dhaif, 1990).

Reading plays a vital role in a student's overall language development. Students' reading abilities form the foundation for success in other language-related areas (Isma & Nur, 2023). Whether it is

comprehending a novel, following classroom instructions, or tackling complex academic texts, reading proficiency is a key tool for effective communication and learning (Isma & Baharuddin, 2022). This proficiency extends beyond the academic realm and applies to real-life situations, where reading is required for tasks, such as understanding legal documents, medical instructions, or job-related information (Isma, Rasmin, et al., 2023). Furthermore, reading proficiency is not a standalone skill. It intertwines with listening, speaking, and writing, creating a comprehensive language toolkit (Cahya et al., 2023; Isma, Hermansyah, et al., 2023). Reading a text often involves silently listening to the words in one's mind, and it's closely linked to speaking as one needs to articulate the words they've read. Additionally, the comprehension gained from reading significantly enhances writing abilities, as it exposes students to various writing styles, vocabulary, and sentence structures. Thus, strong reading skills contribute to overall language competence.

Based on the observations of researchers at SMAN 2 Majene, one of the materials that must be mastered in an English lesson is the narrative text. Narrative text is a functional text that is quite difficult for students to learn. In Indonesia, many teachers in the average state were teaching students using traditional methods and techniques. It is important to learn to read easily because many students face difficulties in learning to read. If the teacher uses more media or unique techniques in learning it is clear to give the children more attention to learning. In response to these challenges, educators should employ instructional approaches that foster the development of students' reading comprehension and create a meaningful learning process (Cahya et al., 2023; Qamarya et al., 2023). Among the various reading strategies available, one effective strategy is the Listen-Read-Discuss (LRD). This teaching strategy enhances students' reading abilities by integrating listening, reading, and engaging in discussions. By incorporating the LRD strategy, teachers create opportunities for students to tap into their prior knowledge before delving into the text. This strategy encourages collaborative problem-solving within discussion groups, enabling students to exchange insights and comprehend the reading material more effectively.

2. METHODS

This study utilized an experimental design that incorporated quantitative research methods. The research design, as outlined by Creswell (2012), encompassed the entire research planning process, from overarching assumptions to the specific techniques for gathering and analyzing data. The study adopted a quasi-experimental design, featuring a pre-test and post-test control group configuration. The term "population" refers to a group of individuals sharing similar characteristics, and in this context, it refers to all the students at SMAN 2 Majene in the tenth grade, totaling 277 students. From this population, a "sample" was drawn, which consists of 60 students specifically from classes X.3 and X.8, with 30 students in each class. The selection of this sample was done through a convenience sampling technique, which, as per Creswell (2012), involves choosing participants based on their willingness and availability for the study. To measure the impact of the LRD strategy on students' reading comprehension, the research employed pre-test and post-test assessments in both experimental and control classes. The data collection tool used in this study was a reading test. Statistical analysis of the students' reading comprehension scores before and after implementing the LRD strategy was performed using the Statistical Package for Social Sciences (SPSS). This software allowed for the examination of score differences.

3. FINDINGS AND DISCUSSION

After conducting the research, data was collected in two forms: pre-test and post-test scores from both experimental and control classes. This data was then organized into two separate tables. One table displayed the pre-test and post-test scores of students in the experimental class, while the other showed

the scores for students in the control class. During the research, the students were provided with additional reading materials, with the experimental class using the LRD strategy, while the control class did not. Afterward, the researchers evaluated the students' reading skills using a multiple-choice test.

Table 1. Classification of students' reading scores in pre-test from experimental class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0
Very good	80-89	2	6.67%
Good	70-79	0	0
Fair	56-69	3	10%
Poor	41-55	10	33.33%
Very Poor	≤40	15	50%
Total		30	100%

Based on the table, there are no students that categorized as "Excellent", and there are 2 students who categorized as "Very good". Then, there are no students who got "good", and there are 3 students who got "fair". This result indicated that before giving a treatment by LRD strategy, the students had low reading comprehension. It can be seen there was students got category very poor. Then, no one of the students got excellent.

Table 2. Classification of students' reading scores in post-test from experimental class

Classification	Score	Frequency	Percentage
Excellent	90-100	1	3.33%
Very good	80-89	9	30%
Good	70-79	8	26.67%
Fair	56-69	12	40%
Poor	41-55	0	0
Very Poor	≤40	0	0
Total		30	100%

Based on the result, there is 1 student who categorized as "Excellent". Then, there are 9 students who classified as "Very good". Then, there are 8 students who got "good" mark. Furthermore, there are 12 students who are in "fair" category. While there are no students in "poor" and got "very poor" category. It illustrated that after giving a treatment LRD strategy, students had enhancement in reading comprehension.

Table 3. Classification of students' reading scores in pre-test from control class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0
Very good	80-89	0	0
Good	70-79	3	10%
Fair	56-69	7	23.33%
Poor	41-55	14	46.67%
Very Poor	≤40	6	20%
Total		30	100%

Based on the table, there are no students that classified as "Excellent" and "Very good". Then, there are 3 students who are in "good" category. Meanwhile, there are 7 students that categorized as "fair".

Moreover, there are 6 students who are in "very poor" category. It can be inferred that before giving a treatment by traditional method students had low reading comprehension. It can be seen there was students got category Very poor. Then, no student got excellent and very good category.

Table 4. Classification of students' reading scores in post-test from control class

Classification	Score	Frequency	Percentage
Excellent	90-100	1	3.33%
Very good	80-89	12	40%
Good	70-79	14	46.67%
Fair	56-69	3	10%
Poor	41-55	0	0
Very Poor	≤40	0	0
Total		30	100%

Based on the table, there are 3 students who categorized as "fair" and there are 14 students who got "good" mark. On the contrary, there is no student who got "very poor" and "poor" category. This result indicated that after giving a treatment by traditional method students had a slight increase in reading comprehension.

Table 5. Test of Normality

One-Sample Kolmogorov-Smirnov Test					
		Pretest Experiment	Posttest Experiment	Pretest Control	Posttest Control
N		30	30	30	30
Normal Parameters[a,b]	Mean	44.33	73.83	44.67	71.83
	Std. Deviation	15.354	8.875	16.709	9.143
Most Extreme Differences	Absolute	.178	.156	.165	.173
	Positive	.178	.140	.119	.173
	Negative	-.123	-.156	-.165	-.169
Test Statistic		.178	.156	.165	.173
Asymp. Sig. (2-tailed)		.017[c]	.059[c]	.036[c]	.023[c]
a. Test distribution is Normal.					
b. Calculated from data.					
c. Lilliefors Significance Correction.					

The normality test was conducted using the One-Sample Kolmogorov-Smirnov test. The results showed that the significance value for the pre-test in the experimental class was 0.017, while the significance value for the post-test in the experimental class was 0.059. Additionally, the significance value for the pre-test in the control class was 0.036, and the significance value for the post-test in the control class was 0.023. Consequently, it can be observed that all the significance values for both the experimental and control classes were greater than 0.05 (0.017 > 0.05, 0.059 > 0.05, 0.036 > 0.05, 0.023 > 0.05). This indicates that the samples from both classes were derived from a normally distributed population.

Table 6. Test of Homogeneity

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.321	1	58	.573
	Based on Median	.232	1	58	.632

Based on Median and with adjusted df	.232	1	57.792	.632
Based on trimmed mean	.318	1	58	.575

The test showed that the significance value is greater than 0.05 (0.575> 0.05) so it can be concluded that the variance of the post-test experimental class and control class is the same or homogeneous.

Table 7. Result of Paired Sample Test

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest Experiment - Posttest Experiment	-29.500	13.793	2.518	-34.651	-24.349	-11.714	29	.000
Pair 2	Pretest Control - Posttest Control	-27.167	13.175	2.405	-32.086	-22.247	-11.294	29	.000

The table results, analyzed through SPSS, revealed that the significance value for the pre-test and post-test in both the experimental and control classes was Sig. (2-tailed = 0.000), which is less than 0.05. This indicates that the T-test value was smaller than the significance level of 0.05. Consequently, the Alternative Hypothesis (Ha) was accepted, while the Null Hypothesis (H0) was rejected. Therefore, we can conclude that implementing the LRD strategy has a positive impact on students' reading comprehension at SMAN 2 Majene.

This study aimed to enhance students' reading comprehension skills by employing the LRD strategy. To address the research questions, pre-test and post-test data were collected, and the research design used was quasi-experimental. The study involved two classes: the experimental class (X3) and the control class (X8). The experimental class received instruction using the LRD strategy, while the control class was taught using a traditional method. The primary objective was to assess the effectiveness of the LRD strategy on tenth-grade students' reading comprehension at SMAN 2 Majene. The research followed three steps: administering a pre-test, implementing the treatment, and conducting post-tests. The analysis relied on a paired samples test to determine the effectiveness of the LRD strategy and evaluate the Alternative Hypothesis (Ha) versus the Null Hypothesis (H0).

The results of the paired samples test, conducted using SPSS, showed that the Sig. value for the pre-test and post-test in both the experimental and control classes was Sig. (2-tailed = 0.000), which is less than 0.05. This indicates that the t-test value was smaller than the 0.05 significance level. In the experimental class, students' reading ability went from poor (pre-test mean score: 44.33) to good (post-test mean score: 73.83). Similarly, in the control class, students improved from poor (pre-test mean score: 44.67) to good (post-test mean score: 71.83). Therefore, the Alternative Hypothesis (Ha) was accepted, while the Null Hypothesis (H0) was rejected. In conclusion, the use of the LRD strategy was found to be effective in enhancing students' reading comprehension at SMAN 2 Majene. This suggests that the LRD strategy is more effective than the traditional teaching method for reading comprehension at SMAN 2 Majene.

The findings are in line with the previous studies. For example, in a study by Syamsir et al. (2021), the effectiveness of the LRD learning strategy in enhancing eighth-grade students' reading comprehension skills is explored. Using experimental research with a pretest-posttest design, the study concluded that the LRD strategy outperformed traditional teaching methods. Furthermore, Putri et al. (2022) investigated the impact of the LRD strategy on the reading comprehension of narrative texts in a

group of 30 high school students in Indonesia. Their pre-test and post-test analyses demonstrated a significant improvement in students' scores, affirming the strategy's efficacy in elevating reading comprehension. In addition, Nazara et al. (2023) delved into the effectiveness of the LRD strategy for improving reading comprehension skills among eighth-grade students, employing Classroom Action Research (CAR) with 30 participants. The research revealed that the LRD strategy led to significant improvements in reading comprehension over two cycles, emphasizing the importance of diverse teaching strategies and active student engagement with English books. Overall, these studies collectively highlight the beneficial impact of the LRD strategy on students' reading comprehension, emphasizing its effectiveness over traditional methods.

4. CONCLUSION

According to the results, the researchers conclude that the use of the Listen-Read-Discuss (LRD) strategy was highly efficient in instructing reading comprehension to the tenth-grade students of SMAN 2 Majene during the learning process. The outcome of the students' scores revealed a considerable difference between their scores before receiving treatment and their scores after receiving treatment. The students' scores improved significantly after receiving a treat, reaching a high level of performance. The differences demonstrate the student's advancement. It can be compared before and after the student becomes familiar with the LRD strategy. The mean score of the pre-test was 44.67, while the mean score of the post-test was 71.83. The improvement in students' scores is evident, as they have transitioned from the "failed" to the "passed" category. It can be inferred that this research was successful, as there was a notable improvement in students' scores between the pre-test and post-test.

For the recommendation, the teachers are advised to choose the LRD strategy as one of the methods of teaching reading in the classroom as this method can help teachers convey material easily and make teaching and learning activities interesting and fun. Moreover, for further research, the findings of this study can serve as supplementary information and a point of reference for future researchers interested in exploring other language skills. The researcher encourages subsequent researchers to be more proactive and innovative in applying this teaching and learning strategy. Additionally, it is recommended that future researchers investigate the implementation of the LRD strategy with variations in paragraph types or different language abilities, such as listening, speaking, and writing.

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